

3. EVIDENCE OF EFFECTIVENESS IN RAISING STUDENT ACHIEVEMENT

Innovative Educational Programs, LLC (IEP) has been effective in raising the achievement levels of students served in our programs. We have provided educational services for the past five years and are currently providing educational services to the following students:

***Benjamin Carson Academy
Detroit, Michigan***

Three thousand students at the Benjamin Carson Academy are educated by **IEP**. The school is located within the Wayne County Juvenile Detention Facility. Although the youth population at any given time averages one hundred ninety six, there have been three thousand students educated over the course of each school year since 1998-1999. The school program is supplemented by an After-School Program, four days per week. Upon admission to the Academy, all students are given the Wide Range Achievement Test (WRAT) in reading and mathematics. An Individual Learning Plan (ILP), similar to an Individual Student Improvement Program (ISIP), is then created for each student and a learning portfolio is maintained which documents each student's achievement. The Academy was recently cited by the Department of Justice as a national model in educating at-risk youth.

***New Brunswick Health Sciences Technology High School
New Brunswick, New Jersey***

One-hundred-fifty one students attend the New Brunswick Health Sciences Technology High School. New Jersey. The school is a comprehensive theme high school that opened in September 1999. **IEP** built and manages the school of approximately 18,000 square feet, with plans for an addition of about 9,000 square feet. The school was built on the grounds of the Robert Wood Johnson University Hospital, one of the major partners in this endeavor.

This 21st century public school was created to prepare urban youngsters for the challenges of careers in medicine and health care. The school is located in the center of New Jersey's growing health care mecca – the home of major pharmaceutical manufacturers and advanced health care facilities, and is also surrounded by various institutions of higher learning. The school engages students in interdisciplinary and applied learning activities related to the health professions that comply with New Jersey Core Curriculum Content Standards and Assessments. Beginning in the 9th grade, students are provided with extensive opportunities beyond school walls in the form of community service and career-related mentoring, job shadowing, and volunteering at the areas health care facilities. Additionally, students are provided with an Advanced Placement course in Chemistry, with AP classes in Biology and English being instituted in the fall.

Students at the New Brunswick Health Sciences Technology High School, like all New Jersey students, must demonstrate mastery of the State's Curriculum Standards on the

New Jersey High School Proficiency Assessment (HSPA). Unlike many other high schools in the State, especially high schools in comparable communities, 100% of the New Brunswick Health Sciences High School 11th graders passed this State Test. All students are required to maintain a "B" average to remain in the school. Supplemental educational services are provided after school, three days per week, to students whose grades fall below "B".

Learning Alliances Puerto Rico

IEP, operating as ***Learning Alliances of Puerto Rico***, has served five thousand eight hundred fifty students since January 1997. These programs include Title I Elementary and High School Programs designed to improve skills in Spanish, English and mathematics. Services are provided in small groups (3-5 students) and take place during the school day, as well as after school. An ILP is developed for each student. This plan is developed using students' LEAL pre-test and the results of the Learning Styles Inventory. The students in Puerto Rico have shown significant gains in all three academic areas. Using the Puerto Rican LEAL test for pre-test and post-test comparisons, students have improved 67.87% in Spanish, 59% in English and 65.45% in Mathematics. This program was recently approved as a Supplemental Services Provider in Puerto Rico. In addition to the student programs, ***Learning Alliances*** has provided Staff Development Programs to 569 teachers in Puerto Rico.

St. Augustine High School New Orleans, Louisiana

IEP conducted an ***After-School Mathematics and Reading Tutorial Program*** during the second semester of the 2000-2001 School Year. Approximately seventy five (75) students participated in the program and received supplemental instruction in reading and mathematics in at least four (4) computer sessions and four (4) classroom sessions per week. Teachers actively worked in direct instruction of students, supervised instruction, and coordinated learning activities with those of the regular programs and facilitated lesson planning. This program also incorporated the Continuous Progress Model which allowed students to proceed at their own pace through a series of well-defined instructional objectives. Both reading and mathematics were taught as tools for comprehension of other subjects, as well as the relevance of various career opportunities. Students entering the program were at the 40th percentile or below in the subject areas of mathematics and reading. Students who completed the program scored at the 80th percentile on the post-test and demonstrated consistent academic gains in both reading and mathematics, according to their teachers.

IEP of Hillside Hillside, New Jersey

Beginning in September 2001, IEP created a ***Special Education Program***, offering exemplary classes for students in grades preschool through grade 8. Student enrollment has nearly tripled since the first year. Autistic, multiply disabled, and behaviorally/emotionally challenged children from Hillside, as well as from five (5)

neighboring communities, attend highly structured classes at four (4) different sites. The instructional program adheres to each student's Individual Education Program and is also aligned with the New Jersey Core Curriculum Content Standards. Implementation of the Boys' Town Classroom Social Skills Curriculum completes the basic daily program for the **IEP** students. Related services of physical therapy, occupational therapy, speech therapy, and counseling are delivered using a collaborative approach that emphasizes individual, small group, and in-class treatment modalities. An extended school year is also available to the students.

Public school districts and parents have voiced strong satisfaction with the **IEP** classes' low teacher to student ratio, highly trained teaching staff and paraprofessionals, open door policy, and on-going communication. ***IEP of Hillside*** has also been commended for its unique ability to offer inclusion and mainstream opportunities for its students. These program components have resulted in significant annual academic student gains. Initial steps are being taken to successfully transfer several students back to educational settings within their local districts. ***IEP of Hillside*** is planning to offer secondary education programs for students with special needs in September 2003.

Letters of reference can be found in **Attachments**.

Our ***Learning Alliances*** Model is also steeped in reliable research. In reading, **IEP** acknowledges that the acquisition of literacy skills and reading instruction are very complex and prepares our teachers to use a combination of direct instructional strategies. Our use of direct instruction as the primary mode of instruction is widely supported by research such as that of Project Follow-Through and the American Institutes for Research.

Our teachers develop phonemic awareness and provide systematic phonics instruction, especially at the early grades. To help develop fluency, special attention is given to guide repeated oral reading. The research of the National Reading Panel indicates that this focus has a significant and positive impact on word recognition, reading fluency, and comprehension. Throughout all of our reading sessions, there is an emphasis on vocabulary development. We teach it both directly and indirectly and use a combination of teaching methods.

In mathematics, **IEP** utilizes an approach to numeracy development offered by Max A. Sobel and Evan M. Maletsky (1999) in *Teaching Mathematics*. This approach requires that each math session begin with a challenging question – something thought provoking and interesting to the students. It helps students to see the relevance and application of the mathematical process/problem, directly involves the student in the solution of the problem, and connects the problem to something that the child/student already knows. Therefore, **IEP** applies the *Dimensions of Learning* (Maranzo, 1992) to the acquisition of math skills and concepts.

In addition, the cooperative learning strategies that are afforded through our small group instruction are supported by the work of such noted researchers as Johnson & Johnson and Slavin, among others.